

SIG Form 1–Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Santa Barbara		County/District Code: 42-69278	
Local Educational Agency (LEA) Name César E. Chávez Charter School dba Adelante Charter School of Santa Barbara		LEA NCES Number: 063536008628	
LEA Address 1102 E. Yanonali Street		Total Grant Amount Requested \$953,204	
City Santa Barbara		Zip Code 93103	
Name of Primary Grant Coordinator Juanita Hernandez		Grant Coordinator Title Principal	
Telephone Number (805)966-7392	Fax Number (805)966-7243	E-mail Address jhernandez@sbcchavez.org	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Juanita Hernandez		Telephone Number 805-966-7392	
Superintendent or Designee Signature		Date 07-01-2010	

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
42-69278-6118202	Santa Barbara	Dr. J. Brian Sarvis	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	César E. Chavez Charter School dba Adelante Charter School of Santa Barbara
Authorized Executive:	Juanita Hernandez
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

SIG PROPOSAL NARRATIVE

César Chávez Charter School (CCCS) is located on the lower east side of Santa Barbara in a predominately Latino and low-income neighborhood. Initially, CCCS served predominantly this very local population. Over the last several years, many area schools have moved toward becoming racially and socio-economically segregated, but César Chávez Charter School countered this trend by attracting middle class, highly educated families from various ethnicities.

In September of 2009, STAR results were published and César Chávez Charter School posted an API of 647, the lowest of all elementary schools in the district. At that time, parents, teachers, community members and the school district began demanding answers as to *why César Chávez was not a successful school*. At first, a perceived success had led stakeholders to discount concerns over test scores and generate excuses for mediocre performance, citing that the school needed more time to show positive results. When the school failed to meet API for the second year, the issue could no longer be ignored.

i. NEEDS ANALYSIS

The school's API results led the community on an exhaustive journey to determine the causes of low performance and, most importantly, to explore how it could be remedied in order to transform César Chávez Charter School into a school of excellence. The community undertook a needs analysis transpiring over four phases, which has now resulted in the selection of the Transformation model for SIG intervention as described in the following sections.

i.A. Assessment Instruments

CCCS Stakeholders utilized the instruments shown in Table 1 in order to assess the state of the school and the viability of transforming it into a school of excellence.

Table 1: Instruments used in the assessment of CCCS

Phase 1	Phase 2	Phase 3	Phase 4
Programmatic Audit Assessment Review	Curriculum audit with outside	California Standards for the Teaching	Consultations with four successful dual language

CDE Educational Achievement Goals, November 2009 STAR CELDT Aprenda Teacher-created assessments	consultant Classroom Observation Assessment and Review (by Associate Superintendent)	Profession District Classroom Observation Guide Guiding Principles for Dual Language Education	school principals, university partners, and state and national consultants
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i.B. Assessment Roles and Responsibilities

The first phase of CCCS's evaluation brought on by its API score took the form of an audit by the Superintendent of the Santa Barbara School District (the District). In its Programmatic Audit Assessment Review, the Superintendent's office presented a report to the school board to address the criteria for renewal of the CCCS charter. This audit summarized data from 2000 to 2009 and included information regarding enrollment, API, student home school designation, demographics, API growth for sub-groups, number of students proficient in ELA and math, and the achievement gap between students of CCCS compared to students in the home schools. This extensive report demonstrated that the school would not qualify for renewal of the charter. The second phase of CCCS's assessment was initiated by the District's appointment of an outside consultant to audit the curriculum. Pat Morales, a retired principal with a background in curriculum, English learners, and charter schools, conducted her evaluation from December 16, 2010 to March 1, 2010. In concert with study, the Associate Superintendent conducted a Classroom Observation Assessment over the period of November 10, 2010 to December 16, 2010. In phase 2, the school governance council requested that Rosa Molina, Executive Director of Two Way CAFE, conduct a minute-by-minute instructional analysis.

Phase 3 furthered the collaboration with the school district, as Pat Morales began to implement programmatic changes to improve instruction and support the teaching staff. The narrative analysis she wrote, using a local instructional evaluation tool, the District Classroom Observation Guide and the Guiding Principles for Dual Language Education provide clear next steps for the teachers in improving instruction.

The most recent phase brought CCCS stakeholders (including parents, teachers, and district personnel) into consultation with a series of experts including local university partners, state and national consultants on language acquisition, district consultants, and principals from four different elementary schools that were successful two-way immersion schools (Chula Vista, Edison, Cali Calmecac, and River Glen). The aim in these meetings was to review educational plans from over eight other successful schools, to gather suggestions, and to determine the next steps for CCCS.

i.C. Analytical Process

The early phases of the CCCS assessment emphasized the comparison of quantitative measures against similar schools. These analyses revealed the locus of the primary problems, shifting the analyses of the more recent phases to the specific practices and environment at the CCCS campus.

Table 2: Analysis

Phase 1	Phase 2	Phase 3	Phase 4
Disaggregation of the data year by year to determine if individual and cohorts of students were progressing in levels of proficiency from Kindergarten through 6 th grade Comparison of disaggregated data to other district schools with similar demographics Investigation of other schools with similar achievement struggles Comparison of STAR, Aprenda, CELDT, and teacher-created assessment results Comparison of results with successful schools and strategies used to obtain their results	Comparison of professional development calendar to other schools with desirable outcomes Minute-by-minute instructional analysis of percentage of time in language development compared to other schools with success in gap closure and high performance Comparison of professional development opportunities available to school staff with other schools posting desirable outcomes	Consideration of the results from a study performed by a consultant, hired in collaboration with the school district to address instructional practices and improve instruction for CCCS students, especially for the English Learners.	Institution of a series of regular meetings, beginning in October 2009 (and continuing through the present) with a variety of stakeholders including parents, teachers, and district personnel. Creation of an action plan, including the formation of five committees to address the following areas: New governance structure New education plan Behavior management and discipline policies Grant writing and local funding opportunities Hiring new principal

i.D. Findings

Overall, the findings of the four-phase analysis revealed:

- a lack of accountability at every level,
- poor teacher support;
- a lack of professional growth and development;
- insufficient focus on achievement;
- a lack of consistent assessment;
- inadequate Language Development instruction;
- a poorly implemented school model; and
- an extreme lack of essential resources for students and teachers.

These findings are detailed below.

i.D.1 Instructional Materials and Targeted Interventions

The analysis conducted by the consultant and the governing board found that teachers did not have ample instructional materials for students in the content areas. Textbooks were found to be inadequate in number and many were outdated versions. Many of the teachers lacked the most basic of materials. Some became very resourceful, finding discarded materials from other schools in dumpsters. Most teachers had to supplement with their own resources, as basic materials such as headsets for listening centers and even furniture were limited. Many of the instructional materials had to be created by the teachers.

Phase 1 and 2 studies found that interventions were targeted, but too few to have the desired impact. The Title I teacher provided small group instruction in grades K-2nd as a targeted intervention during the school day and the principal worked with small groups in 1st grade to assist and facilitate guided reading. Volunteers from local colleges and universities were utilized in the upper grades, but even these interventions lacked consistency and structure. Individual teachers offered after-school interventions for students in the upper grades, but this was inconsistent. As recommended by the consultant, teachers began volunteering their time after school to support students at all grade levels on a consistent basis.

All phases found a lack of structured intervention; the school lacked a clear process for identifying and addressing the needs of at-risk students. There was confusion among teachers as to how to identify student needs and which intervention strategies should be utilized. A Student Study Team process existed, but lacked leadership and clear guidelines. Teachers did not feel supported through the process. After working with the consultant, a Student Study Team process was implemented immediately to

address student needs that required greater teacher/administrative collaboration and provided specific interventions as identified in the school's Pyramid of Intervention prior to a referral for Special Education services.

i.D.2 Curriculum Pacing and Instructional Time

A review of the instructional program by the consultant determined that there was a lack of consistency in the K-6 curriculum in virtually all subject areas. Curriculum pacing guides were not being used at any grade level, as many teachers did not have access to textbook teacher editions, which provide these general pacing guides. Some teachers working at the same grade level did collaborate in lesson planning and developed long range plans utilizing the essential standards as identified by the school district, but this was absent particularly in the upper grades. Per recommendations from the consultant, a consistent and complete K-6 program has been adopted for Language Arts and Math, and assurances have been that teachers will have the necessary resources to teach that curriculum.

In addition to the inconsistencies in curriculum, instructional time was not being used effectively. Due to scheduling conflicts with specialist teachers in music, art and PE, the instructional time had become very disjointed. There were interruptions to the morning routine at all grade levels. There was also a school-wide breakfast offered during the morning hours that caused unnecessary interruptions. A review of the instructional minutes by the consultant demonstrated the need to revise the daily schedule to provide students an uninterrupted block of time for language arts and math instruction and move the breakfast before school hours.

i.D.3 Faculty Professional Development

An analysis based on the results of a staff survey of the previous two years found that teachers had rarely participated in any kind of teacher training. The professional development that was offered was limited and did not include the entire staff. Half of the teachers on staff were in their first or second year of teaching and had never received any instruction aimed at supporting second language learners outside of their required BCLAD authorization training. Comparison studies showed that successful schools implementing second language instruction with positive results shared schedules of intensive teacher training and support, conference attendance and peer coaching models. None of these were in place for our school.

Additionally, a look at the professional development plan for the year and staff meetings revealed that in place of weekly meetings to discuss instruction, teachers were spending that time planning or meeting as a staff to discuss broad goals without any specific instructional help. Because many of the teachers were new to teaching, the opportunity cost of missed training was particularly detrimental to the school's success. The consultant recommended staff focus on instructional techniques and strategies, especially in the areas of Language Arts and differentiation for English Learners. This has been immediately addressed in part with weekly staff development

on minimum days devoted to training in research-based instructional practices and effective teaching strategies for English language learners.

i.D.4 Student Performance Data and Instruction Modification

Based on the in depth district analysis and the school's own analysis in November 2009, it became increasingly clear that English Learners were performing at levels far below their English Proficient peers. The analysis of CELDT scores revealed that the rate of students attaining English proficiency was among the lowest in the district and was decreasing each year. In addition, César Chávez was identified as having the lowest API growth of all elementary schools in the district. In a school aimed at serving and supporting all language learners this was unacceptable. Previously, data had not been disaggregated to identify specific subgroups and areas in need of modification, and ongoing data analysis by individual teachers was minimal. With direction from the consultant, a student monitoring system was implemented to help teachers monitor and inform instruction to be used in conjunction with a benchmark assessment tool for Language Arts and Math. An in-depth analysis of student performance was conducted and utilized to refocus instruction.

The Associate Superintendent's conclusions noted that the instructional program and strategies used to support a high level of student learning were mixed and uneven between classrooms. She identified some exceptional teachers who provided high quality instruction, but in approximately half of the classrooms observed, a much lower level of instruction took place with little emphasis on English Language Development, higher level questioning, or clear learning objectives.

i.D.5 Fiscal Resources to Support Improvement

In analyzing the reasons for the lack of basic educational materials, it was discovered that the former principal had instituted budget cuts in the previous two years in order to maintain the staff. As a result, there were insufficient funds for the purchase of textbooks, instructional materials and classroom supplies. The governing board of CCCS determined that fiscal resources had not been allocated at the start of the 2009 school year and per the recommendation of the consultant, Pat Morales; the board allocated \$15,000 for the purchase of textbooks. In addition, materials for a reading intervention program, *Read Naturally*, were purchased for use by the Title I teacher and classroom teachers. Funds were also allocated to purchase benchmark assessments for language arts and mathematics using the program of Action Learning Systems (ALS). The results of the benchmark assessments were utilized to monitor student progress and to identify skills that required additional instructional time. The current Board of Directors is engaged in budget planning and has approved the preliminary budget that provides for professional development, textbooks and instructional materials. The staffing costs for the school year have been reduced by a reduction of work hours for classified staff and the elimination of three 50% teaching positions. In addition, the school will no longer pay the lease on 2 unused classrooms.

i.D.6 Staff Effectiveness

The consultant addressed the staff effectiveness and summarized her findings based on the Guiding Principles for Dual Language Education and the district teacher evaluation criteria. She found strengths in the instructional program, despite lack of materials, due to the dedication, creativity, resourcefulness, knowledge, skills and hard work of the teachers. Her report stated that the areas of growth necessary for becoming effective as a school were consistency of curriculum, instruction, assessment, and student behavior. Also cited was the need to continue to differentiate instruction to meet the needs of all students, particularly English language learners. She found staff to be positive and receptive to improving their practice. There was a lack of consistent and systematic assessment, which should be used to shape and monitor program effectiveness and student learning. Staff needed training in order to have a common understanding of assessment results, disaggregation of data and use of data to inform instructional practices. There was also a lack of focus on overall student achievement and attitudes about learning. The instructional method used most often among teachers was direct instruction with the teacher in front and the class listening and interacting with the teacher. Questioning in general, did not call for higher order skills, but asked for recall. In addition, the school lacked a consistent program for student behavior. Many of these areas were addressed with guidance from the consultant, in particular, a student discipline policy and behavior management system was adopted as well as a staff focus on varying and balancing instructional methods.

ii. Selection of Intervention Models**ii.A. Selected Intervention Model**

Our Needs Analysis demonstrates that CCCS's lack of success was not premised on either a misconstrual of our target population's needs, or a lack of support for our school's mission. Rather, we have traced the two principal factors behind poor academic performance at CCCS to management practices and a lack of professional development for its teaching staff.

A general lack of accountability persisted at CCCS in the past. Instructional assessments were not instituted nor were they utilized to identify lack of progress and or troublesome patterns that could then be acted on to address lack of progress in language arts, mathematics and English language development. The teaching staff did not use assessment results to modify instruction and plan interventions for students. The school administrator did not use the assessment data to plan professional development or to purchase needed resources for teachers and for students.

In the Phase 2 minute-by-minute analysis of the instructional day, Consultant Molina determined that there was insufficient time dedicated to language development. CCCS's own study of disaggregated grade level data, in conjunction with other classroom assessments, showed a significant achievement gap between native Spanish and English speakers. Because these results were obtained early during the academic year, CCCS immediately changed its educational plan to increase both professional development on effective strategies and time spent in language

development, including differentiating instruction, use of strategies targeting second language acquisition, and the implementation of strategies to ensure the comprehension of content. These changes will be maintained into the new academic year, but we intend to expand the professional development opportunities supporting them with this SIG proposal as detailed below. Our teaching staff's ability to adopt these changes mid-year, and their commitment to implementing them effectively strongly support CCCS's adoption of a Transformational Intervention Model.

It was the consensus of both a task force led by the CCCS Governing Board and Pat Morales, a consultant in Phase 3 that there was very little curriculum articulation across the K – 6 grade levels. Exacerbating this problem was that the teaching materials in many (if not most) of the classrooms did not address current educational standards. CCCS stakeholders determined that new strong leadership could readily rectify these concerns, and so a new principal was hired in March of 2010. With articulation as a highest priority for the new principal, and with a very high level of confidence in the talent and capabilities of the retained teaching staff, the Transformational Intervention Model again proved to be the most viable option.

Of particular concern during Phase 4 was the finding by a task force of the CCCS Governing Board that behavior management and discipline policies were extremely inconsistent and ineffective. When provided the opportunity to work on a positive discipline approach, the teachers and parents of the community worked quickly to create a temporary policy as an early draft in preparation for in depth transformational work in the fall. This early success encouraged our community to move forward with transformation.

This scenario of poor management and a lack of professional development countered by a demonstrated need in the served population as well as substantial support for the school's mission directly aligns with the Transformation Intervention Model. Moreover, the school's actions have already acted on the results fitting the Transformation model.

ii.B Rationale Against Other Models

ii.B.1 Closure

The option of closure did not appeal to the school community – the most vocal opponents to this option were the families themselves. Closure was discussed at length in the fall through a series of five meetings (Phases 1 and 2). Stakeholders determined that, because the need for a bilingual school was still substantial, and because there was persistent support of the school's mission, by rebuilding the foundation of the school education plan, the school should first exhaust all possibilities for remaining open. Stakeholders ascertained that the school would be able to make the necessary improvements to instruction through concerted attention to professional development, that academic success could be raised through better management, and that increased parent involvement would lead to improved performance.

ii.B.2 Restart

The key factor against implementation of a Restart model is that of continuity. As articulated, the Restart model would require the school to close and reopen a school under a charter school operator or an education management organization. It was believed that such a temporary closing would undoubtedly prove damaging to our community's commitment to the school. The investment required for families to transfer to district schools is substantial, so it was considered highly unlikely that families would then choose to uproot their students again to bring them back once the charter school was re-opened.

Furthermore, various management organizations available for a restart model, were investigated, and it was determined that these agencies were not philosophically aligned with the school community. For example, the Aspire public schools has a core curriculum that all schools must adopt once becoming a part of their network and this school does not have a strand for Spanish language instruction. Many CMOs focus on technology, which would be great for our students yet CCCS is a language school and the immediate priority is the implementation of the new instructional plan.

Finally, it was recognized that the extensive effort necessary to secure the funds to implement this part of the model in such a short period of time would have taken away from the focused work of redesigning the education plan.

ii.B.3 Turnaround

Considerable attention was given to the Turnaround Model, especially given the resetting of the timetable for improving student performance. On the other hand, stakeholders determined that one of the clear assets of CCCS was its talented and dedicated teaching staff, which had been tremendously under-supported. Given sufficient professional development and an improved management environment, stakeholders followed the recommendation of the consultant Pat Morales, the Associate Superintendent Robin Sawaske, and local education experts of the University of California, Santa Barbara Jin Sook Lee and Laura Bonnet-Hill that it would be in the best interest of the school to address the systemic and structural issues of the school. In this scenario, the teachers who remain at the school will be held to a higher standard and will be provided with consistent ongoing feedback.

iii. Demonstration of Capacity to Implement Selected Intervention Models

The primary purpose of our school improvement grant (SIG) proposal is to re-build the foundation of our educational model. From this perspective, we are looking for short-term funding in order to construct a three part intervention focusing on: professional development of our instructional staff; school management revision to incorporate a more robust accountability system; and program development to encourage parent participation in their children's education.

iii.A. Professional Development

The focus of the school improvement efforts is on high quality job embedded professional development that is aligned with the school's comprehensive instructional program recently created by the school community and approved by the Santa Barbara School District. This professional development plan targets instruction in RLA (with focus on comprehension and explicit vocabulary instruction), writing instruction, mathematics, English language development, two-way immersion, school environment, technology, and on-going assessment to differentiate instruction to address all students including students with disabilities. The proposed professional development will provide the staff with the most effective teaching strategies, interventions, and the skills to use formative and summative data to adjust and modify instruction for students. Professional development will take three forms: intensive training immediately prior to the academic year; PD Thursdays (one afternoon per week dedicated to long-term professional development issues); and occasional intensive trainings through conference attendance.

iii.A.1 Reading Language Arts

Professional development targeting reading language arts (RLA) will include training with the county office of education to address proper implementation of the Houghton Mifflin reading program to ensure that teachers can use the texts and resources with fidelity and develop much needed grade level pacing guides. This training is set for August 2010 during the professional development days scheduled before the start of the student school year. This training will be covered by General Purpose funds and California State Lottery funds and so will form a solid part of our sustainable professional development apart from this SIG proposal.

Professional development over the next 3 years will also provide teachers the training necessary to confidently address the language arts standards across the curriculum. Teachers will be attending conferences and workshops related to language arts instruction and specific to the needs of the students including but not limited to the Asilomar Reading Conference, California Association of Bilingual Education (CABE) conference and the Southcoast Writing Project. Participation in training to supplement language arts instruction will be funded by SIG, Title I, Title II and Title III funds as appropriate to meeting the needs of students.

Teachers will be review information regarding effective library use, review the research related to free voluntary reading and increased student achievement during the PD Thursday time. The intervention will include an increase of time that students are engaged in free voluntary reading at every grade level. As the school does not have a library, students will visit the local public library on a regular basis and funds will be allocated to teachers in order to supplement the classroom libraries. SIG, Title I, Title III and school fund-raising dollars will be dedicated to the supplement classroom libraries. The purchase of shelves and other resources to inventory and store books will be included. Students will be taking books home for additional recreational reading. Teachers will ensure that classroom libraries include books from a variety of genres

giving students the opportunity to access non-fiction books on a regular basis. A student reading incentive program will be implemented in the next school year to motivate and celebrate voluntary reading. Students will write summaries of their favorite books and teachers will submit the student work for display in the office. The students will read their summaries at the monthly student assembly.

iii.A.2 Writing Instruction

A school-wide focus on writing improvement will be implemented. Writing will be used for multiple purposes in English and Spanish with attention given to mastery of writing conventions appropriate to each grade level. Descriptive, non-fiction writing will be emphasized, with required written responses in many performance assessments across the curriculum. Professional development will be provided through the South Coast Writing Project, with on-going support from UCSB professors. Additional staff development will be offered in the areas of common assessment practices, development and use of scoring rubrics, and designating anchor papers to ensure uniform scoring. This development of the writing rubrics is set for the week of August 9th, 2010 and will be provided by a consultant from Two Way CAFE. The training will be funded by Title III.

iii.A.3 Mathematics

For mathematics, the new instructional plan calls for the use of the supplemental program, *Contexts for Learning*. *Contexts for Learning* was designed and written by Catherine Twomey Fosnot and her colleagues from *Mathematics in the City* and the Freudenthal Institute. The program is the result of a collaborative effort of teacher educators, mathematicians, classroom teachers, and researchers and has been introduced into two classrooms at CCCS over the last 2 years. For these classrooms, teachers have been trained by a developer of the program, Bill Jacob, professor at University of California, Santa Barbara.

SIG funds will be used to expand the offering of *Contexts for Learning* into all classrooms by training all instructional staff in the use of the supplemental math program and to purchase the materials. Trainings will occur during the Thursday professional development sessions as of October 2010.

In addition to the Contexts for Learning, students will have access to computer programs for supplemental practice utilizing the web-based program *Study Island* that will be purchased with SIG funds. The program will be accessible by the students during and after school.

In order to improve math instruction, the staff will also be developing pacing guides to include this supplemental math program. This will take place on during the PD Thursday time and will be completed by November 2010.

iii.A.4 English Language Development

In order to meet the needs of English learners, the staff will be trained in the Project

GLAD. GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform Design, and training model for five Achieving Schools Award Winners. It was the recommended K-8 project by the California State Superintendent of Schools for teachers of English learners. It is also highlighted as a California Department of Education “Best Practices” program for Title III professional development funding. It is important to mention that GLAD training will provide teachers with instructional strategies to increase the achievement of all students—the skills acquired are not limited to interactions with English learners only.

The first two days of the seven-day training are scheduled for the second week in August. To complete the training at the school site, a modification of the school calendar will be proposed to the school community to allow for the five days of additional GLAD training during the school year to minimize the days students have with substitute teachers. It is expected that these additional five days will take place prior to the Thanksgiving break. These five days will be added to the end of the school year to guarantee the required instructional days for students. The staff will receive a stipend for the fall training days as these will be non-teaching days and their calendar will be modified to provide students the five days of instruction at the end of the year.

During the five days of training, parents/students will be offered, free-of-charge, an art and music enrichment program provided by community volunteers and teacher specialists. As the GLAD training requires a “live” classroom, 20 third grade students will be invited to participate in this class during the proposed November training. Two of the teachers have completed five of the required seven days of training in May 2010 as the school was invited to participate in the training offered at a nearby school district. These teachers are encouraged and excited about the training and highly recommend and support the implementation of the model to transform the school.

The establishment of a school wide English language development program is also part of the school improvement plan. Some of the staff have been trained to use the program *EL Achieve* – a program that provides a focused and systematic approach to ELD instruction. This professional development, information and related resources will be provided to all teachers utilizing Title III funds. The materials will include computer programs and subscriptions to on-line programs and resources. Students will also be provided with microphone-equipped headsets for practicing listening and speaking skills. SIG funds will supplement this program in order to meet the needs of teachers and students. The instructional plan states that students will receive a minimum of 45 minutes of daily ELD instruction and supplemental resources will be necessary provide students a quality program.

Professional development will also include attendance at relevant conferences including CAFE, Title III conferences and presentations by experts in the field offered through the county office of education. Supplemental materials and conference attendance will be supported by the general use funds as well as SIG funds. As comprehensible input is critical, realia and other materials must be acquired. The use of technology will be included to enhance the learning experiences of our students as

computers will provide students with the most important tool in our society for reading, writing, listening and speaking. Access to the Internet for the students will provide an abundance of comprehensible input and visual experience/information in a variety of ways and concretize the new learning.

iii.A.5 Two-Way Immersion

The new instructional plan delineates the use of the 90/10 model of two-way immersion. The instructional schedule for each grade level has been developed with the assistance of Rosa Molina, Executive Director of Two Way CAFE. Professional development in the implementation of the 90/10 model will continue over the next three years to ensure implementation of the model. The consultant will revisit the school and staff to provide feedback to support a quality implementation. Professional development will include not only attendance at relevant conferences but will also include experts/practitioners working with the staff at the school and sending teachers and the principal to observe and learn from successful two-way immersion schools per the recommendation of Rosa Molina. Teacher resource materials have been recommended and SIG funds will be used to purchase these supplemental language arts materials.

iii.A.6 Delivery of Instruction

In order to establish an educational environment that focuses on the effective delivery of instruction, supplemental professional development will address the essential elements of instruction based on the work of Madeline Hunter, creator of the Instructional Theory Into Practice (ITIP) teaching model. This training, provided by the Instructional Training Company, will include attention to basic teaching skills to ensure a baseline from which teachers will be expected to work, including classroom management, lesson planning, and lesson delivery and will provide teachers with information to ensure the integration of standardized testing principles. Teachers will be able to deliver instruction that directly impacts student ability to demonstrate learning on state tests. The newly hired principal has been trained in this instructional model and served in schools that utilized it to improve test scores. This training will transpire during the summer academy professional development periods as well as on Thursday afternoons. The consultant will join the principal for classroom visits at least 3 times a year to provide feedback, monitor the implementation and adjust the training as needed. This professional development will be covered entirely by SIG funding.

iii.A.7 School Culture and Climate

Improving the school environment will be addressed as the school moves through the Transformation model. The professional development plan includes the implementation of *Tribes Learning Communities* in every classroom to create safe and caring environments where students can do well.

The school is committed to creating positive school and classroom environments in the most effective way - improving behavior and increasing learning. The goal of *Tribes*

and the goal of the school is to reduce student violence, conflict, bullying, absenteeism, and poor achievement. *Tribes* provides teachers the tools to ensure that students feel included and appreciated by peers and teachers; are respected for their different abilities, cultures, gender, interests and dreams; are actively involved in their own learning; and have positive expectations from others that they will succeed.

Tribes is a step-by-step process to achieve specific learning goals. Students learn a set of collaborative skills so they can work well together in long-term groups (tribes). The focus is on how to help each other work on tasks; set goals and solve problems; monitor and assess progress; and celebrate achievements.

The learning of academic material and self-responsible behavior is assured because teachers utilize methods based upon brain-compatible learning, multiple intelligences, cooperative learning and social development research. As teachers and administrators in a *Tribes* school also work together in supportive groups, the staff will also enjoy the participatory democratic process and creative collegiality.

SIG funding will be used to implement this supplemental program. The training requires four days and will include a parent workshop.

As the school serves a low-income student population and is located within a neighborhood that suffers the effects of poverty, professional development will be offered to all staff in the area of identifying and understanding the issues and challenges families of poverty face. The school is committed to investigating new ways to address the barriers to achievement children face due to their economic situation. Staff will participate in the professional development offered by Ruby K. Payne, Ph.D. with aha! Process, Inc. The training is specifically aimed at reducing the barriers to success posed by economic class differences and to increase staff's understanding of the community served. The training will be funded by SIG in the 2011 school year.

iii.A.8 Technology

Student access to technology is very limited at our school. Currently, students in the 6th grade class have a mobile cart with 20 Mac laptops awarded by the Enhancing Education Through Technology (EETT) grant. A 4th grade class will be receiving one XO laptop for every student in the class as part of a technology grant with UCSB. The remaining classes have anywhere from 2 to 6 computers that are 10 years or older. These computers were donated by local colleges and computer salvage centers. Teachers who can successfully access the Internet use online tools to supplement the core program such as *Raz-kids* for reading and *thatquiz.com* for math. Every teacher has been provided a laptop computer and professional development that includes the use of technology to enhance learning has been and will continue to be part of the Thursday afternoon sessions.

A goal of the school is to provide every student with a laptop computer. For our students to be able to compete, they must be able to demonstrate computer competency. In the next school year, we will use SIG funds to supplement instruction

with the purchase of a computer mobile cart with 30 Mac laptops to be placed in the 5th grade classroom. Students will use the computers for reading, writing, research, ELD, mathematics and for creating presentations. SIG funds will also be used to purchase headsets with microphones that students can use to further develop their listening and speaking skills. The microphones will also provide English learners the opportunity to interact with computer programs that promote practice in speaking English.

The computers in these three classrooms will be used in the afterschool program providing our most at-risk students additional learning time using computer programs for reading and mathematics. SIG funds will be used to purchase a subscription to *Study Island*, a supplemental reading and mathematics program that is in an assessment format and aligned with the California standards.

We will take advantage of the technology training offered through the county office of education to keep the staff current on new methods of incorporating technology in to the classrooms and use SIG funds for this purpose. General purpose funds will be used to purchase a printer for the classroom and to continue to send a teacher to the annual Computer-Using Educators (CUE) conference. In 2011, Title III funds will be allocated for the purchase of *Imagine Learning English*, an interactive program targeting ELD.

SIG funds will also be used to purchase a mobile cart with 10 Mac laptops for parent education and to increase parent involvement in the classrooms assisting students with technology. When this lab is not in use, teachers of K-3 will use the computers to access bilingual websites for reading and math skills.

iii.A.9 Interventions

The staff will be attending Response to Instruction and Intervention RtI² training offered through the district and the county office of education in the fall of 2011. The staff will start the school year using the district's recently developed elementary pyramid of intervention. The staff will work collaboratively as a professional learning community to build on this pyramid by adding additional actions or programs proven to be successful and developing clear entrance and exit criteria at every level to ensure a coordinated K-6 system of interventions is in place.

A SBE adopted intervention program Read 180 will be purchased and implemented in the 2010-2011 school year in order to meet academic needs of 4th – 6th graders who are below grade level in language arts. As the school district is implementing the Read 180 program, we will participate in the professional development events and communicate with school finding success. SIG funds will be used to purchase this intervention program.

In addition, opportunities for extended learning times will be provided specifically in the areas of literacy and mathematics for those students needing additional support with services aligned to their needs. The interventions include extended learning time after the school day and summer school. The extended learning program will be offered by

mid-September and after teachers have had an opportunity to collect formative assessment data and considered the summative data. The goal of the interventions is to have all students reach levels of proficiency and exit the intervention program after adequate progress is evidenced.

iii.B. Accountability, Assessment and Data Analysis

Accountability will be an integral part of the school structure as we transform to achieve excellence. There are tools already in place to keep us on track and additional professional development is also necessary to ensure that best practices are used to inform instruction and measure the effectiveness of instruction in every classroom.

The School Benchmark Tool, a school evaluation tool that is part of the instructional plan, will be used for formative, interim and summative evaluations. The student data will provide staff the information to build a learning profile for each student in order to differentiate instruction and to ensure continued monitoring and evidence of progress.

The staff will also be using student data walls, as presented by consultant Rosa Molina, to monitor individual student learning in language arts. The instructional supplies and materials needed to develop the boards will be purchased with the general purpose funds. This strategy will provide data for instruction and data for informing students about their progress on an on-going basis as progress reported is based on benchmark assessments.

The staff will continue to use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a tool to measure progress in the area of literacy. This is a tool that is also used in the district. The staff will receive training on the use of and interpretation of the results during two Thursday professional development sessions in September 2010. The benchmark assessments of Action Learning Systems (ALS), funded by the general purpose allocation, will continue to be used to inform instruction and prepare students for standardized testing.

The principal will lead the staff through an analysis of STAR data to set new goals as needed. This analysis will take place the first week of October. The principal will have the staff affirm school wide instructional goals or develop new goals based on the data analysis. The information will be shared with the School Site Council as they prepare for the annual revisions to the school plan.

SIG funds will be used to provide professional development for teachers and the principal to continue to build expertise in the area of authentic assessments and differentiated instruction. Staff will be attending the summer professional development event in 2011 and 2012, *Assessment Training Institute*.

A reform strategy to address issues of accountability and the transformation of the school includes the salary for teachers. The salary schedule for the 2010 school year has been approved by the Board of Directors and is commensurate with the salary schedule of the SBSB. The salary schedule includes advancement for approved on-

going professional development. The competitive salary schedule will support the attraction and retention of teachers.

In addition, a three-year teacher certification program is proposed which can also provide opportunities for teachers to increase skills to meet the needs of students tied to financial incentives utilizing SIG and other resources, as available. This program will be modeled on the successful ProComp program of Denver, Colorado, which provides incentive pay based on student performance related to school mission and vision. The program, therefore, will comprise two types of incentives.

- 1) Teacher salaries will be tied to their performance
 - a. Teachers will attend weekly professional development/staff meetings. Absence from the meeting should be secured in advance with the principal whenever possible and opportunities to make up for the staff meeting through other reading or exercises will be provided.
 - b. Teachers will attend an annual Teacher Academy for one week. Teacher salary will be adjusted to reflect a daily \$300 additional pay. Those who cannot attend the Teacher Academy should notify the principal at least two months in advance to arrange for alternate professional development opportunities.
- 2) Additional stipends that will be provided to teachers based upon performance throughout the year. Stipends will depend on ARRA funding and if funding is unavailable, grants will be sought out to provide a program or other incentives (professional development, technology, classroom-based grants, etc.)
 - a. Submission of analysis of student performance based on benchmarks prior to each grading period. Analysis should include all key elements of school evaluation tool in the categories of academic performance, language, and personal development and should be submitted electronically (or by hand) one week prior to end of grading period for the first 2 grading periods. (\$500 for each analysis meeting criteria set forth in school evaluation tool)
 - b. Successful implementation of two strategies per semester resulting from research in two-way immersion programs. A reflection of the implementation must include how the teacher learned about the new strategy and provide evidence of successful implementation in the classroom. Evidence may include goal progress documentation and observations. (\$500 for each semester)
 - c. Demonstration of “on track” performance for students in L1 or L2 on state or other standardized exams listed in school evaluation tool in the area of academics and language for majority of students in grade. Demonstration of this performance will be provided by the teacher to the Board of Directors no later than October of the following school year. Specialist teachers who do

not have state tests may arrange 6 months in advance an alternative, rigorous assessment to have the opportunity to participate in this incentive. (\$2000 per grade allotted).

iii.C. Parent Involvement

The school will continue to offer and invite parents and community to relevant professional development events. In May, a workshop especially for parents was provided to inform parents of the 90:10, two-way immersion model with the Executive Director of CAFE, Rosa Molina. The workshop was well received by parents and some who were unable to attend have requested another opportunity for this workshop.

To increase parent involvement in the School Site Council and at the Board of Directors meetings, translating equipment will be purchased in order to provide simultaneous translation at school meetings. The use of proper equipment will improve communication and give all parents the same information. SIG funds will be used to purchase the equipment and general purpose funds will be used to increase the number of transmitters and maintain the equipment as the need arises.

The school recognizes the need to continue to bring the community to the school and provide parents and their children increased services to meet students' social emotional, and health needs. The school expects to be part of a grant with a local agency, New Beginnings Counseling Center, that will provide parenting classes in English and in Spanish in the upcoming school year. This program also provides childcare, snacks and educates the children using a life skills curriculum. The sessions run for 10 weeks and will be offered two or three times in a school year.

In order to provide individual or small group counseling for students identified as having social and/or emotional needs that may be impacting learning, the school will be contacting the community family service agency to inquire about providing services on the campus. It is expected that the services will be offered with little or no cost to the school community.

SIG funding and the transformation model will support parents by providing additional parent education/training including ESL, Spanish literacy instruction and SSL (Spanish as a second language). *The Latino Family Literacy Project* program will also be implemented to promote literacy in the home. This program builds capacity in that parents will be able to teach other parents.

As parent participation is an expectation in our school, the parent coordinator will work in conjunction with the proposed SIG parent liaison in planning a training that teaches parents how to effectively support teachers and students in the classroom setting. The goal is to give parents additional skills so that they can contribute in a meaningful way, for example, managing small groups of students during reading instruction. The training for parents will also include training on using the computers in the classrooms. SIG funds will be used to provide supplemental materials for the training. Childcare and refreshments will be provided utilizing volunteers, donations, appropriate categorical

funds and general purpose funds.

SIG funds will be used to supplement general use funding to address what is referred to as the “technological divide”. Students and parents that experience poverty have fewer opportunities to use technology on a daily basis. Computers and computer training will be purchased with SIG funds as part of the parent involvement plan. These computers will be located in the Parent Center, an additional classroom leased annually for the Title I teacher and parent use. A community organization that donates computers to families will be contacted by the parent liaison to facilitate the acquisition of and continued use of technology in the homes of our students.

To ensure ongoing parent and community involvement, the proposed SIG coordinator and the proposed SIG parent liaison will plan monthly workshops that address a variety of needs to bring community agencies and services to the campus. SIG funds will be used to purchase supplies to support the trainings.

iv. Recruitment, Screening, and Selection of External Providers

Response:

N/A

v. Alignment of Other Resources with the Selected Intervention Models

Response:

CCCS/Adelante will use available resources to implement the school improvement plan. The available resources include the general purpose funds, Title I, II and III, Lottery and parcel tax funds.

The recently developed action plan shows three years of school improvement activities aligned to the intervention model addressing language arts, math, ELD, school climate/culture and parent involvement. The Board of Directors is developing a three-year budget plan to secure funding for school improvement.

General purpose funds provide basic instructional materials and supplies. These funds also provide professional development to ensure the core program is implemented with fidelity. Title II funds also support this effort.

Title I funds provide supplemental math and reading materials for targeting the students who are performing below basic. These funds also provide the 50% Title I teacher and the 50% Parent Coordinator.

Title III funds provide on-going ELD training in order to implement the EL Achieve program – a program based on a systematic approach for English acquisition.

Lottery funds are allocated for on-going purchase of textbooks. In the 2011 school year we expect to purchase the math program Envision and replace the core math programs currently used.

The plan for the parcel tax funds will request approval of funds to be used for a supplemental provide music program currently being offered at the partner school.

Other valuable and available resources to improve student achievement include tutors and volunteers from local colleges and universities. The many tutors provide students the opportunity to receive more individualized support and allow the teacher the opportunity to plan small group instruction that targets the specific needs of learners.

The community supports students where the children have access to a variety of after school programs, many of which are located on the school campus in conjunction with the “hosting” school, Franklin Elementary School.

The schools’ fund raising events contribute to the beautification of the campus and to a variety of enrichment experiences such as excursions and performances.

The privately funded art program provides students with art experiences based on grade level language arts standards and identified grade level themes. The students attend this high quality, exemplary art class on a weekly basis. The art class will continue in the 2010-2011 school year.

In order to transform the school and exit program improvement, all available resources must and will target the intervention program and address the areas of need according to the analysis.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response

N/A

vii. Modification of LEA Practices or Policies

Response:

As the instructional plan calls for an increase in the instructional time, the most significant modification of current practice is the revision of the daily schedule for students. The table below summarizes the increase in instructional minutes comparing 2009 to 2010.

Grade	No. of Days	Ed Code Required Minutes	2009 Total Instructional Minutes	2010 Total Instructional Minutes	Increase in Instructional Minutes
K	180	36000	47000	56070	+9070
1	180	50400	53680	58065	+4385
2	180	50400	54150	58065	+4455
3	180	50400	54150	58065	+4455
4	180	54000	56380	60060	+3680
5	180	54000	56380	60060	+3680
6	180	54000	56380	60060	+3680

The schedule of the 2009 school year did not provide teacher with adequate

uninterrupted time for language arts and math instruction. The students arrived to school and after a morning assembly class started. Within the next 40 to 60 minutes, students were having breakfast. Students were then going to lunch approximately 90 minutes later. In the new school year, breakfast will be scheduled prior to the start of the instructional day and lunch will take place after approximately 200 minutes of instruction. In the 2010 school year, the instructional day on the weekly early release Thursday will end at 1:00 pm as opposed to the recent 12 pm. Students will continue to have lunch at school and an additional hour of instruction. The modified bell schedule has been presented to and is supported by staff, parents, the Board of Directors and to the school district. There is agreement that students are in need of uninterrupted blocks of time for language arts and math instruction. Extending the school day will ensure this time and continue to provide time for the art and P.E. programs provided by teacher specialists.

As the school focuses on language arts, the instruction in all other subject areas will always include learning objectives from the language arts standards. This modification in practice is critical to the success of our students as the mission of the school states that our students are proficient in two languages and possess the knowledge and skills necessary to demonstrate proficiency on the standardized tests. The principal has begun to provide professional development based on the Sheltered Instruction Observation Protocol (SIOP) that includes the presentation of content and language objectives for lessons. This modification in practice will continue to support teaching to clear and articulated language learning objectives in all of the content areas.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

The Adelante community will continue to support reform efforts after the grant funding period has expired. Any reform takes careful planning and time to show desired results. One year will not be sufficient. Transformation will take place on every level and will be implemented with a three-year strategic plan. Since much of the funding from the grant will go towards professional development as capacity building, this will pay dividends to the students and community for years to come. The Adelante Board of Directors and Principal desire to see many of the teachers become trainers themselves in many of the strategies chosen for implementation as described in the teacher incentive program. This will allow for on-going training and evaluation of the staff from experts to ensure best practices are continually being implemented. This focus on professional development and parent training will continue to build capacity and support growth over time. Once the teachers are trained in these strategies for improving student achievement, the school will begin to show measureable growth. Lack of professional development and teacher support was one of the most significant areas lacking in CCCS's program and hindered attainment of student achievement. Now that Adelante has the accountability tools in place to ensure benchmarks are met throughout the year, an on-going teacher and principal evaluation process, as well as a school-wide focus on academic excellence and cultivating a culture of achievement the school, it will have the structures in place to achieve those desired results.

Adelante intends to implement a waiver to extend the funding through September 30, 2013. After the grant period ends and all the teachers have been properly trained, the school will continue to use Title I funds to provide a parent coordinator and resource teacher. Title II funding will provide ongoing research based professional development. Adelante will continue to receive the Charter Block Grant and General Purpose Grant. Lottery funding will be available for the purchase of instructional materials and supplies. Adelante's new governance structure calls for development of a committee devoted to grant writing and establishing a capital campaign drawing on individual donors and local foundations. This will be an ongoing process for school development.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

- Students' scores on standardized tests will demonstrate sufficient annual improvement to meet API growth targets for school-wide and significant subgroups as well as make AYP as defined by the No Child Left Behind (NCLB) Act.
- Students will demonstrate measurable growth in all school wide learning assessments as addressed by the Adelante Benchmark Evaluation Tool in the areas of Language, Academics, and Personal Development. (see attachment)
- Students will demonstrate equal achievement in L1 and L2 (First and Second Language).
- Students will gain prerequisite knowledge to move to the next level of educational attainment.
- Students become self-directed learners.

Students, staff, administration and community are aligned with an expectation of academic excellence, cultivating a culture of achievement.

x. Inclusion of Tier III Schools (if applicable)

Response: N/A

xi. Consultation with Relevant Stakeholders

Response:

César E. Chávez Charter School has consulted with its relevant stakeholders for input on the development and implementation of school improvement. Various meetings have taken place since November of 2009. Comprehensive consultation with its Governance Council, School Site Council, the Padres Adelante group and Teachers has resulted in the strategies that are being included in this application. Informational meetings have been held on campus for Parent feedback, as well as weekly Professional Development sessions with Teachers. Below is a table describing the timeline of events for the process of consultation with relevant stakeholders.

TIMELINE OF PUBLIC INPUT

Date	Description	Attachments
Nov. 13, 2009	Governance Council Meeting <ul style="list-style-type: none"> Restructuring of school and charter discussed, including 90/10 (Spanish/English) Model 	Agenda Pg 1-2 Minutes Pg 3-13
Nov. 17, 2009	Governance Council Meeting <ul style="list-style-type: none"> Principal Dismissed Public comments include teacher's comments regarding lack of materials, professional development, team coordination, discipline. New Charter Committee reports need to look at other successful charters, need for teacher input, need for rigorous evaluation, measurement and student performance tools. 	Agenda Pg 14-15 Minutes Pg 16-18
Nov. 2009	All School Parent/Teacher Meeting <ul style="list-style-type: none"> Discussed Principal Dismissal Brainstormed school restructuring 	
Nov. 30, 2009	Governance Council Meeting <ul style="list-style-type: none"> Created Executive Committee for Principal Search Discussed paying \$40,000 for Educational Consultant 	Agenda Pg 19 Minutes Pg 20-22
Dec. 7, 2009	Governance Council Meeting <ul style="list-style-type: none"> Teacher input for reform – Teachers plan to visit Edison Elementary (successful two-way immersion school). Teachers recommend improving parent participation, assessment, exploring switching to 90/10 model. Board of Education member recommends consulting experts. Update on Principal Search – Consulted with District Asst. Superintendant and Personnel Director to review job description and help with search. 	Minutes Pg 23-26
Dec. 2010	CCCS Teacher Meeting w/ GC President <ul style="list-style-type: none"> Discussed instructional practices 	
Dec. 14, 2009	Governance Council Meeting <ul style="list-style-type: none"> Review resume/invoice for Educational Consultant Educational Plan Task Force Update – “task force members talking with teachers, examining data to look for patterns, looking at Language 	Agenda Pg 27 Minutes Pg 28-32

	<p>Arts.”</p> <ul style="list-style-type: none"> • Governance Structure Task Force Update – expert helping with restructuring governance, checks and balances and committees. 	
Jan. 25, 2010	<p>Governance Council Meeting</p> <ul style="list-style-type: none"> • Reported Educational Plan being reviewed by two expert, Dr. Kathryn Lindholm-Leary. • Checking references of Principal candidates • Draft document presented delineating differences between old charter and new charter 	<p>Minutes Pg 33-40</p>
Feb. 8, 2010	<p>Governance Council Meeting</p> <ul style="list-style-type: none"> • Consultant presents report “Results and Recommendations of Consultancy and Interim Principal for CCCS” • Discussion about research supporting 90/10 model 	<p>Agenda Pg 41</p> <p>Minutes Pg 42-48</p> <p>Report 2/1/10 Pg 49-54</p>
Feb. 25, 2010	<p>Meeting between charter authors and SB School District</p> <ul style="list-style-type: none"> • Obtained feedback from Superintendant and Asst. Superintendant on school transformation including 90/10 Model, evaluation tools, measurable outcomes, etc. 	
March 1, 2010	<p>Governance Council Meeting</p> <ul style="list-style-type: none"> • GC decides to hire Rosa Molina (two expert) to come to school to advise staff and parents about two-way immersion models. 	<p>Minutes Pg 55-58</p>
March 9, 2010	<p>Board of Education Meeting – Draft Charter Workshop</p> <ul style="list-style-type: none"> • Received feedback from the five Board of Education members regarding new charter including measurable outcomes, benchmarks, 90/10 Model, Governance Structure, etc. 	<p>Agenda Pg 59-65</p>
March 16, 2010	<p>Governance Council Meeting</p> <ul style="list-style-type: none"> • GC discusses 4 intervention models (for schools on lowest performing schools list) and votes unanimously to approve the Transformation Model. 	<p>Agenda Pg 66</p> <p>Minutes Pg 67-68</p>
March 18, 2010	<p>Staff and Parent Meeting</p> <ul style="list-style-type: none"> • Teleconference call with Kathryn Lindholm-Leary regarding which two model is best for school. • Teachers voted in favor of the 90:10 Model 	<p>Agenda Pg 69</p>
April 6, 2010	<p>All School Informational Meeting</p> <ul style="list-style-type: none"> • Parent and Teacher discussed with other parents the new school model: 90/10, heterogeneous 	<p>Handout sent to all parents Pg 70-72</p>

	grouping, increase of ELD. Request for input.	
April 6, 2010	Board of Education Meeting – Presentation of Final Charter <ul style="list-style-type: none"> Received additional comments from Board of Ed. Members on Educational Plan that were incorporated into charter including curriculum development. 	Agenda Pg 73-75 Minutes Pg 76-78
May 1, 2010	Staff and Parent Workshop with Rosa Molina (TWI expert) <ul style="list-style-type: none"> Ms. Molina recommended best practices to the staff for 90/10 Model and helped developed a schedule for 2010-2011 school transition to the new model. Ms. Molina provided research information about 90/10 model and advantages of bilingualism to parents. 	Flyer Pg 79
May 6, 2010	Professional Development Meeting <ul style="list-style-type: none"> Principal and Teachers brainstorm Teacher Evaluation Tool Discuss new student portfolio evaluation process 	Agenda Pg 80
May 13, 2010	Professional Development Meeting <ul style="list-style-type: none"> Principal and Teachers continue discussion of Teacher Evaluation Tool 	Agenda Pg 81
May 24, 2010	All school meeting to discuss progress of SIG grant <ul style="list-style-type: none"> Reviewed draft version of grant by Principal 	Flyer Pg 82
May 27, 2010	Letter of support from Padres Adelante President	Letter of support Pg 83

SIG Form 4a–LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: César E. Chávez Charter School dba Adelante Charter School of Santa Barbara	
County/District (CD) Code: 42-69278	
County: Santa Barbara	
LEA Contact: Juanita Hernandez	Telephone Number: (805)966-7392
E-Mail: jhernandez@sbcchavez.org	Fax Number: (805)966-7243
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	NOTE : SINGLE SCHOOL LEA = 0 Direct Funded Charter School Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	0	0	0
2000– 2999	Classified Personnel Salaries	0	0	0
3000– 3999	Employee Benefits	0	0	0
4000– 4999	Books and Supplies	0	0	0
5000– 5999	Services and Other Operating Expenditures	0	0	0
6000– 6999	Capital Outlay	0	0	0
7310 & 7350	Indirect Costs	0	0	0
Total Amount Budgeted				

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: César E. Chávez Charter School dba Adelante Charter School of Santa Barbara	
County/District/School (CDS) Code: 42-69278-6118202	
LEA:	
LEA Contact: Juanita Hernandez	Telephone Number: (805)966-7392
E-Mail: jhernandez@sbcchavez.org	Fax Number: (805)966-7243
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1100	Certificated Personnel Salaries	141,380	159,600	147,100
1300	Certificated Supervisors Salary	10,232	10,232	0
2200	Classified Support Salary	0	1,080	1,080
2400	Classified Clerical Salary	46,700	48,500	48,500
3000-3999	Employee Benefits –on above	28,414	31,612	28,884
	Certificated = 12%; Classified = 22%			
	(Includes STRS, PERS, Med,FICA, UI, Work Comp)			
4200	Classroom Books	6,000	5,100	1,500
4300	Materials and Supplies	46,250	11,800	8,600
4400	Noncapitalized Equipment	48,620		
5200	Travel and Conferences	4,750	6,560	6,560
5800	Professional/Consulting Services	56,470	24,340	23,340
Total Amount Budgeted		388,816	298,824	265,564

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

<u>Activity</u>	<u>Object Codes</u>
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at \$100 per month x 20 months = \$2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Note :Single School Budget Narrative to follow	0	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: César E. Chavez Charter School dba Adelante Charter School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>1. Reading Language Arts</u>		
A. Professional Development in reading instruction, including the Asilomar Conference, with a focus on comprehension. (2 teachers x \$200 + \$300 travel) Yr 1 only	\$700 yr 1	5200
B. Purchase of RLA Supplemental materials for instruction. (\$500 for 7 grade levels)	\$3,500 yr 1	4300
C. Professional Development in Language Arts standards. (\$1000 County Offices)	\$1,000 yr 1	5800
D. Purchase of professional resources for reading instruction. (\$100 each for 16 teachers)	\$1,600 yr 1	4300
<u>2. Writing Instruction</u>		
A. Professional Development in South Coast Writing Project – UCSB Project	\$4,000 yr 2	5800
<u>3. Mathematics</u>		
A. Professional Development for Integrating Context For Learning supplemental math program for K-6 (\$1500 consultants for 2 Saturdays)	\$3,000 yr 1	5800
B. Purchase of Context for Learning supplemental Math program K-6 (TBD computer?)	\$1,500 yr 1	4300
C. Development of pacing guides (Summer Academy Year 2 – consultant \$500/day x 1 day)	\$500	5800
<u>4. English Language Development</u>		
A. Professional Development in ELD instruction/ supporting English language learners including Project GLAD (7 days x 1000/teacher @ 16 teach)	\$16,000 yr 1 \$1,350 yr 1 \$33,600 yr 1 \$4,032 yr 1	5800 5800 1100 3000
plus travel/lodging – Year 1 + 6 nights lodging/miles		
B. Purchase of supplemental materials (books, mat and supplies \$200 x 16 teachers – Year 1 & 2	\$3,200 Yr 1 \$3,200 Yr 2	4300 4300

SIG Form 5b–School Budget Narrative - Continued

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: César E. Chavez Charter School dba Adelante Charter School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
English Language Development – continued		
C. Consultant Fees (including follow-up site visits GLAD – revisit Yr 2 @ \$3000)	\$3,000 Yr 2	5800
D. Travel and conference expenses to CABE	\$4,050 Yr 1	5200
Conferences and other conferences targeting	\$4,050 Yr 2	5200
English learners/ELD (3 yrs @ 2 teachers/year @	\$4,050 Yr 3	5200
\$1500/pp plus travel) 2 x 3days x \$110 for subs	\$660 Yr 1	1100
Travel = 125/night x 3 nights x 2, mileage = 300	\$80 Yr 1	3000
Miles @ .50	\$660 Yr 2	1100
Conference Costs: \$3,000 + \$1,050 travel for 2	\$80 Yr 2	3000
	\$660 Yr 3	1100
	\$80 Yr 3	3000
<u>5. Improving Instruction</u>		
A. Professional Development with the Instructional Training Company to improve delivery of instruction	\$5,400 Yr 1	5800
Addressing the essential elements of instruction,	\$5,400 Yr 2	5800
Lesson planning, classroom management and	\$5,400 Yr 3	5800
Preparing teachers for STAR testing. \$1500/day x 3 days Year 1, 2, 3 plus expenses @\$300 x 3		
<u>6. Improving School Culture/Climate and Discipline</u>		
A. Professional Development in Effective School Culture/Climate using TRIBES (Yr 2 train 20 staff x 2 days + travel, lodging @ \$16000 total)	\$16,000 Yr 2	5800
B. Professional Development in A Framework for Understanding Poverty (Yr 3, AhHah workshop + materials estimated at \$6000)	\$6,000 Yr 3	5800

SIG Form 5b–School Budget Narrative - Continued

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: César E. Chavez Charter School dba Adelante Charter School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
7. Integration of Technology in K-6 classrooms for Reading Language Arts, Mathematics and English Language Development.		
A. Purchase student laptops/classroom computer Cart (1 Mac lab \$33,720 + tax, 300 recycle fee) (tied to ELT & After School programs)	\$34,020 yr 1	4400
B. Purchase computers for parent resource/involvmnt (10 Mac books \$10,620 + tax, 80 recycle fee)	\$12,300 yr 1	4400
C. Purchase student computer program & subscriptions to internet-based RLA, Math & ELD - <i>Study Island</i>	\$3,500 Yr 1 \$3,500 Yr 2 \$3,500 Yr 3	4300 4300 4300
D. Utilize computers and programs in the extended Learning programs (after-school, summer school). PD for teachers to integrate technology for RLA, Math, ELD (\$200/hr PD time x 6/yr x 3yrs x 2hrs)	\$2,400 Yr 1 \$2,400 Yr 2 \$2,400 Yr 3 \$1500 Yr 1	5800 5800 5800 4300
E. Computer and office supplies for supplemental ELT and summer program(1500/yr for 3years)	\$1500 Yr 2 \$1500 Yr 3	4300 4300
8. Assessment and Data Analysis	\$1,600	1100
A. Professional Development addressing assessment practices.	\$160	3000
B. Attendance at the Annual Assessment Training Inst. (Portland, OR) 4 teachers @\$455 + Travel (3 nights + airfare = \$800 x 2)	\$910 Yr 2 \$910 Yr 3 \$1,600 Yr 2 \$1,600 Yr 3	5200 5200 5200 5200
C. Development of Writing Rubric and Assessment Schedule (teacher academy 2011, 2012 \$1500/day x 1day per year – consultant)	\$1,500 Yr 1 \$1,500 Yr 1 \$1,500 Yr 1	5800 5800 5800
9. Intervention Program/Extended Learning Time		
A. Purchase SBE adopted Intervention Program Read 180/Professional Development	\$23,000 yr 1	4300

SIG Form 5b–School Budget Narrative - Continued

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: César E. Chavez Charter School dba Adelante Charter School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Intervention Program/Extended Learning Time</u> – <i>cont.</i>		
B. Purchase of Read 180 Premium Tech Support	\$2,950	4300
C. Professional Development for Response to Intervention model (Rti) with county office of Education (\$80 x 16 + subs)	\$1,280 \$1,360 \$158	5800 1100 3000
D. Offer after-school program for students scoring BB and FBB on STAR and school assessments 6 grades x 1 hr x 45 x 108 days	\$29,160 Yr 1 \$3,500 Yr 1 \$29,160 Yr 2 \$3,500 Yr 2 \$29,160 Yr 3 \$3,500 Yr 3	1100 3000 1100 3000 1100 3000
E. Provide a summer school program targeting at-risk learners in RLA and Math. K-6, 7 teachers x 4hrs/day x 18 x 45/hr Classified staff – 2 = office & custodian Also, supplemental RLA / Math materials for summer programs (7 classrooms x \$200 each)	\$22,680 Yr 2 \$2,762 Yr 2 \$22,680 Yr 3 \$2,762 Yr 3 \$1,800 Yr 2 \$1,080 Yr 2 \$1,800 Yr 3 \$1,080 Yr 3 \$1,267 Yr 2 &3	1100 3000 1100 3000 2400 2200 2400 2200 3000
<u>10 Parent Involvement Training</u>		
A. Provide ESL and SSL classes for parents (Yr 2,3 - 1 teacher per class x 2 classes x 2hrs x 2) Materials and supplies for parent classes (15 x \$75/pp x 2 classes per year)	\$12,600 yr 2 \$12,600 yr 3 \$1,512 yr 2 \$1,512 yr 3 \$2,250 yr 2 \$2,250 yr 3	1100 1100 3000 3000 4300 4300
B. Implement the Latino Literacy Program to support reading in the home (\$200 x 3 teachers conference \$1500/yr Elementary lending library plus Literacy kit \$350 x 2yrs <small>Revised January 2010</small>	\$200 x 3 = \$600y2,3 \$1500.00 yr 2 \$1500.00 yr 3 \$350 yr2 \$350 yr3	5200 4200 4200 4300 4300

SIG Form 5b–School Budget Narrative - Continued

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: César E. Chavez Charter School dba Adelante Charter School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Parent Involvement/Training – <i>continued</i>		
C. Provide training to maximize parent participation in The classroom (teacher – 2x year x 2hrs = \$500, Materials plus teacher prep time @ 10hr/year)	\$500 Yr 2 \$60 Yr 2 \$500 Yr 3 \$60 Yr 3	1100 3000 1100 3000
D. Computer training for parents to use site Website and to use the internet for accessing Information to improve parenting skills (consultant \$85/hr x 2months x 3 years)	\$2,040 Yr 1 \$2,040 Yr 2 \$2,040 Yr 3	5800 5800 5800
E. Purchase of computers for parent use in the Family Center – See Technology		
F. Purchase translating equipment to increase parent Participation in school meetings (\$2300 – 20 transmitters)	\$2,300 yr 1	4400
G. Provide a salary for interpreter at school meetings (3 meetings/month x 10 x 3yrs x \$30/hr) (Classified)	\$900 Yr 1 \$180 Yr 1 \$900 Yr 2 \$180 Yr 2 \$900 Yr 3 \$180 Yr 3	2400 3000 2400 3000 2400 3000
<u>11. Free Voluntary Reading (FVR) Program</u>		
A. Purchase of books for classroom libraries (\$500/yr per classroom, 12 total year 1, year 2 \$300 x 12)	\$6,000 Yr 1 \$3,600 Yr 2	4200 4200
B. Purchase book cards and book bags for student Checkout of books (300 x \$15) + \$500 for cards)	\$4,500 Yr 1, 2, 3 \$500 Yr 1, 2, 3	4300 4300
C. Develop student reading incentive program and purchase certificates and prizes. (supplies for student reading incentive programs – certificates and prizes (\$500/year)	\$500 Yr 1 \$500 Yr 2 \$500 Yr 3	4300 4300 4300

SIG Form 5b—School Budget Narrative – Continued

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: César E. Chavez Charter School dba Adelante Charter School

SIG Form 5b–School Budget Narrative – Continued

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
12. Develop School Staff effectiveness		
A. Teacher incentive – analysis of student data \$500 each x 12 teachers, Year 2, 3	\$6,000 Yr 2 \$6,000 Yr 3 \$720 Yr 2 \$720 Yr 3	1100 1100 3000 3000
B. Teacher incentive – analysis of 'on track' student performance - \$2000 each x 7 grades, Year 2, 3	\$14,000 Yr 2 \$14,000 Yr 3 \$1,680 Yr 2 \$1,680 Yr 3	1100 1100 3000 3000
C. School Leader – increase principal workdays to 235 days/year for Yr 1, 2 (additional 20 days) For ongoing professional development and extended learning time	\$10,232 Yr 1 \$10,232 Yr 2 \$1,228 Yr 1 \$1,228 Yr 2	1300 1300 3000 3000
D. Teacher Academy – Develop and implement the Teacher Academy for Aug 2011 & Aug 2012.to be used for school improvement and extended learning time (5 days x 16 teachers x \$300/day. Misc materials for \$500/year	\$24,000 yr1 \$24,000 yr 2 \$2,880 yr 1 \$2,880 yr 2 \$500yr1 \$500 yr 2	1100 1100 3000 3000 4300 4300
13. Staff Support / Implementation of SIG		
A. SIG Teacher (in collaboration with the principal, Provide leadership in the implementation of the SIG Grant, supporting teachers, students, and parents). (Salary = \$75,000 yr 1=100%;yr 2=75%, yr 3=50%	\$75,000 Yr 1 \$9,000 Yr 1 \$50,000 Yr 2 \$6,000 Yr 2 \$37,500 Yr 3 \$4,500 Yr 3	1100 3000 1100 3000 1100 3000
Revised June 17, 2010		47

School Name: César E. Chavez Charter School dba Adelante Charter School

Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000–1999 Certificated Personnel Salaries

1100 Certificated Teachers' Salaries

1200 Certificated Pupil Support Salaries

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Staff Support / Implementation of SIG – continued</u>		
B. SIG Clerk (support the principal and the SIG Teacher in the implementation of the grant in a Clerical capacity – preparing reports, orders, Professional development, working with school Secretary with budgetary matters) 50% (sig funded), 50% office person (gen. funds)	\$17,500 Yr 1 \$3,850 Yr 1 \$17,500 Yr 2 \$3,850 Yr 2 \$17,500 Yr 3 \$3,850 Yr 3	2400 3000 2400 3000 2400 3000
C. SIG Parent Involvement Liaison (50%) Plan and coordinate parent involvement and parent training workshops. 50% Liaison	\$17,500 Yr 1 \$3,850 Yr 1 \$17,500 Yr 2 \$3,850 Yr 2 \$17,500 Yr 3 \$3,850 Yr 3	2400 3000 2400 3000 2400 3000
D. Accountant Support for SIG Fiscal Duties (consult) \$500/month = 6,000, Classified Office Staff- 2hr/day for SIG accounting (2x25/hr x 215 days plus benefits = 10,800	\$6,000 Yr 1 \$10,800 Yr 1 \$2,376 Yr 1 \$6,000 Yr 2 \$10,800 Yr 2 \$2,376 Yr 2 \$6,000 Yr 3 \$10,800 Yr 3 \$2,376 Yr 3	5800 2400 3000 5800 2400 3000 5800 2400 3000

1300 Certificated Supervisors' and Administrators' Salaries
1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries

2100 Classified Instructional Salaries
2200 Classified Support Salaries
2300 Classified Supervisors' and Administrators' Salaries
2400 Clerical, Technical, and Office Staff Salaries
2900 Other Classified Salaries

3000–3999 Employee Benefits

3101 State Teachers' Retirement System, certificated positions
3102 State Teachers' Retirement System, classified positions
3201 Public Employees' Retirement System, certificated positions
3202 Public Employees' Retirement System, classified positions
3301 OASDI/Medicare/Alternative, certificated positions
3302 OASDI/Medicare/Alternative, classified positions
3401 Health and Welfare Benefits, certificated positions
3402 Health and Welfare Benefits, classified positions
3501 State Unemployment Insurance, certificated positions
3502 State Unemployment Insurance, classified positions
3601 Workers' Compensation Insurance, certificated positions
3602 Workers' Compensation Insurance, classified positions
3701 OPEB, Allocated, certificated positions
3702 OPEB, Allocated, classified positions
3751 OPEB, Active Employees, certificated positions
3752 OPEB, Active Employees, classified positions
3801 PERS Reduction, certificated positions
3802 PERS Reduction, classified positions
3901 Other Benefits, certificated positions
3902 Other Benefits, classified positions

4000–4999 Books and Supplies

4100 Approved Textbooks and Core Curricula Materials
4200 Books and Other Reference Materials
4300 Materials and Supplies
4400 Noncapitalized Equipment
4700 Food

5000–5999 Services and Other Operating Expenditures

5100 Subagreements for Services
5200 Travel and Conferences
5300 Dues and Memberships
5400 Insurance

Object of Expenditure Codes, Page 2

5000–5999 Services and Other

5500 Operations and Housekeeping Services
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799 Transfers of Direct Costs
5710 Transfers of Direct Costs
5750 Transfers of Direct Costs—Interfund
5800 Professional/Consulting Services and Operating Expenditures
5900 Communications

6000–6999 Capital Outlay

6100 Land
6170 Land Improvements
6200 Buildings and Improvements of Buildings
6300 Books and Media for New School Libraries or Major Expansion of School Libraries
6400 Equipment
6500 Equipment Replacement
6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo**7100–7199 Tuition**

7110 Tuition for Instruction Under Interdistrict Attendance Agreements
7130 State Special Schools
7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out

7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools
7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)

7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007-08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service

7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

SIG Form 6—General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fq/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fq/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

1102 E. Yanonali Street

Santa Barbara, CA 93103

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: César E. Chávez Charter School d/b/a Adelante Charter School

Name of Program: School Improvement Grant Printed

Name and Title of Authorized Representative: Juanita Hernandez, Principal

Signature: _____ Date: _____

CDE-100DF (May-2007) - California Department of Education

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

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As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: César E. Chávez Charter School dba Adelante Charter School

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Tuanita Hernandez, Principal

Signature: [Signature] Date: 7/1/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Form to Report Lobbying,"](#) (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: César E. Chávez Charter School d/b/a Adelante Charter School

Name of Program: School Improvement Grant Printed

Name and Title of Authorized Representative: Juanita Hernandez, Principal

Signature: _____ Date: _____

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)
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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

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As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

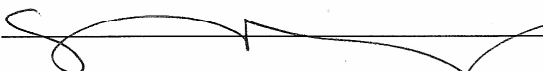
- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: César E. Chavez Charter School dba Adelante Charter School

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Juanita Hernandez, Principal

Signature:  Date: 7/1/10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion-- lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: César E. Chávez Charter School d/b/a Adelante Charter School

Name of Program: School Improvement Grant Printed

Name and Title of Authorized Representative: Juanita Hernandez, Principal

Signature: _____ Date: _____

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

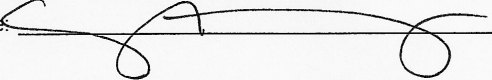
excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: César E. Chávez Charter School dba Adelante Charter School

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Juanita Hernandez, Principal

Signature:  Date: 7/1/10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

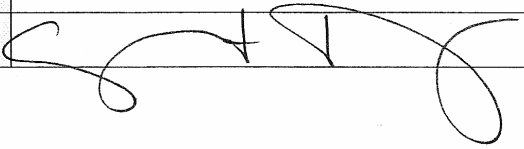
I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	César E. Chávez Charter School dba Adelante Charter School of Santa Barbara
Authorized Executive:	Juanita Hernandez
Signature of Authorized Executive	

SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	César E. Chávez Charter School dba Adelante Charter School of Santa Barbara
Authorized Executive:	Juanita Hernandez
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☒ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
CCCS dba Adelante Charter School of SB	42-69278-6118202	063536008628	X						X		X	\$953,204

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: CCCS/ACS Tier: I						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: ___0___ LEA ___22___ School ___0___ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RP	Principal Replaced	03/02/10	0		General Purpose (GP)	Board of Directors (B of D)
ES	Principal Evaluation Tool	07/01/10	Tbd			B of D
ES	Teacher Eval System/Tool	07/01/10	\$500		General Purpose	Principal (P)
ES	Teacher Eval System Revisions	07/01/10	0			P
IRR	Revised Salary Schedule/Teacher	07/01/10	100		GP	B of D
IRR	Revised Salary Schedule/Other	07/01/10	100		GP	B of D
IRR/RPR	Teacher Incentives Performance Based	07/01/10 2011-2013	Below 44,800		SIG	P B of D & P
	Prof. Development	08/2010			SIG	P
PD	Textbook Training	08/2010	3500		GP, TII	P

	Language Arts Training <ul style="list-style-type: none"> Asilomar Rdg. Conf. CABE Southcoast Writing Project 	08/2010-08/2013	19,070		SIG	P
PD	Thursday On-Site Meeting					P
ILT	Study of FVR and increase student reading	09/2010	16,100			P
PD/SD	Assessment Practices Developing writing rubrics	08/2010	9,680		SIG	P
PD	Context for Learning Math program and purchase materials	10/2010 11/2010	4500		SIG	P
PD	Develop math pacing guide	08/2010 11/2010	500			
PD/OF	ELD – GLAD Training GLAD follow-up	2010 2011 & 2013	59,982		SIG SIG/Title III	P P
PD	ELD-EL Achieve	2012	6,600		Title III	P
PD	Two-Way Immersion	2010	4,500		Title III, GP	P
PD	Teacher Effectiveness with ITC	2010 – 2013	16,200		SIG/T IV	P
PD/FCE	Tribes to improve climate	2011	16,000		SIG	P
PD/IP	RTI Training	2011	4,450		SIG/ T II	P
ILT/SD	Implement Read 180		23,000		SIG	P / Sig Coord.
FCE	Parent Liaison	2010-2013	64,050		SIG	P/SIG Coord.
FCE	Parent Coordinator	2010-2013	64,050		Title I	P

OF	SIG Coordinator	2010-2013	182,000		TI	P
ILT	TI Teacher	2010 – on	35,000		SIG	P
FCE/PD	Latino Lit Program	2011	4,300		TI	P
FCE	Childcare/Refreshments For parent training	2010-2013	1,500		GP/Donations	Parent Coordinator
PD/SD	Use of student data walls Use of DIBELS Use of Benchmark Assessments (ACS) Annual review of STAR data		✓		GP	
PD	Principal Providing PD, ELT		22,920		SIG	P
IP	Analysis of Data Star Formative Assessment Conf.	3 times per year 2011- 2013	5,180		Site PD time Site PD time SIG/Title I	P P/SIG Coord. P
ILT	Bell Schedule Rev.		✓			
ILT	After School Program	2010 – 2012	97,980		SIG	P
ILT	Summer School 15 days	2011 & 2012	57,911		SIG	P
ILT/FCE	Purchase of Computers & computer programs for students for ILT & for parent program	2010	56,820		SIG/GP	P
FCE	Translating equipment & interpreter		2,300		SIG/GP	P
SD	School Benchmark Tool		0			

SIG Form 11—Implementation Chart for a Tier III School, (if applicable) - N/A

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

[illegible]

Appendix A: SIG Rubric

School Improvement Sub-grants Application Section 1003(g) of the Elementary and Secondary Education Act (ESEA)

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
i. Needs Analysis LEA describes the process and findings of the needs assessment conducted on each school it commits to serve and the evidence used to select the intervention model to be implemented at each school. The description includes: <ul style="list-style-type: none"> • assessment instruments used • LEA and school personnel involved • process for analyzing findings and selecting the intervention model • findings on use of state-adopted standards-aligned materials and interventions 	<p>The narrative includes a thorough and complete overview of the process used to assess schools, including specific instruments used, and multiple data elements cited.</p> <p>The narrative identifies a variety of qualified LEA, school, parents, and community stakeholders providing a range of perspectives involved in collecting and analyzing school data.</p> <p>The narrative describes a specific and effective process for analyzing assessment findings, including meetings of appropriate LEA and school personnel and school advisory groups to review the findings and provide input on the needs analysis.</p>	<p>The narrative includes a general overview of the process used to assess schools, including specific instruments used, and multiple data elements cited.</p> <p>The narrative identifies LEA, school, and community stakeholders involved in collecting and analyzing school data, with a description of their level of involvement.</p> <p>The narrative describes a process for analyzing assessment findings, including a basic description of how LEA and school personnel and school advisory groups reviewed the findings and provided input.</p>	<p>The narrative includes limited information on the process used to assess schools, including specific instruments used, and multiple sources cited.</p> <p>The narrative does not identify appropriate LEA, school, and community stakeholders involved in collecting and analyzing school data.</p> <p>The narrative does not sufficiently describe a process for analyzing assessment findings.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<ul style="list-style-type: none"> ○ curriculum pacing and instructional time ○ Amount and types of staff PD, collaboration, and instructional support ○ use of student data, alignment of resources, and staff effectiveness 	The narrative includes discrete and specific findings concerning all of the areas listed in the RFA that led to the selection of the intervention.	The narrative includes basic findings concerning all of the areas listed in the RFA that led to the selection of the intervention	The narrative does not include findings concerning all of the areas listed in the RFA that led to the selection of the intervention.
ii. Selection of Intervention Model The LEA's rationale for its selection of the intervention model for each school is stated clearly and is correlated to the needs analysis for that school.	<p>The narrative reflects a logical and well organized process for selecting the intervention model. The rationale for the selection demonstrates a solid connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.</p> <p>All areas of the needs analysis are discussed and linked coherently to the selected intervention, providing clear evidence that the selection is appropriate for the school.</p> <p>The narrative provides specific data from a variety of sources that explicitly supports the selection of the intervention model.</p>	<p>The narrative describes a basic process for selecting the intervention model. The rationale demonstrates a connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.</p> <p>All areas of the needs analysis are discussed and linked to the selected intervention.</p> <p>The narrative provides data points from several sources to support the selection of the intervention model.</p>	<p>The rationale reflects some sense of organization, but omits significant links to the needs analysis.</p> <p>Few of the needs analysis areas are discussed and/or there is little apparent correlation with the selected intervention.</p> <p>The rationale is supported by a small number of data areas and from few sources with limited specificity.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>iii. Demonstration of capacity to implement selected intervention models</p> <p>a. The LEA demonstrates its capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model(s) it has selected.</p> <p>b. Although not required, when an LEA is not applying to serve each Tier I school, it must explain why it lacks capacity to serve each Tier I school. If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, then the LEA must describe those conditions. If there are additional limiting factors, please describe them.</p>	<p>a. The LEA fully describes how it will use SIG funding and all other available resources required to implement the intervention model selected. The narrative includes extensive information on the specific use of each resource to support implementation of the planned school improvement activities.</p> <p>The description demonstrates that the LEA has fully identified the resource needs of each school and appropriately planned how resources will be used to achieve successful implementation of all activities planned for each school.</p> <p>b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides clear and substantial evidence of the existence of those barriers</p>	<p>a. The LEA describes how it will use SIG funding to implement the intervention model selected. The narrative includes general information on how resources will be used to support implementation of the planned school improvement activities.</p> <p>The description demonstrates that the LEA has considered the differing resource needs of each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation.</p> <p>b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides evidence of the existence of those barriers.</p>	<p>a. The LEA provides a limited description of how it will use SIG funding to implement the intervention model selected. The narrative includes little or no information on how other resources will be used to support implementation of the planned school improvement activities.</p> <p>The description does not adequately demonstrate that the LEA has considered the differing resource needs at each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation.</p> <p>b. The LEA marginally identifies barriers that preclude serving all of its Tier I schools, and provides limited or no evidence of the existence of those barriers.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>iv. Recruitment, screening, and selection of external providers (if applicable)</p> <p>Although not required, when the LEA intends to use external entities to provide technical assistance in selecting, developing, and implementing one of the four models, it must describe its process for ensuring their quality. The LEA describes the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement.</p>	<p>An LEA intending to use an external entity to provide technical assistance describes specific, appropriate qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet.</p> <p>The narrative describes a coherent, rigorous process that the LEA will conduct in reviewing prospective providers to ensure that they meet the LEA's qualifications.</p> <p>The LEA also describes, in detail, the specific process that it will use in the selection of its external support providers from all prospective providers that meet the LEA's qualification criteria, including the specific actions and personnel involved in the selection process.</p>	<p>An LEA intending to use an external entity to provide technical assistance describes specific qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet.</p> <p>The narrative describes a process for reviewing prospective providers to ensure that they meet the LEA's qualifications.</p> <p>The LEA also describes, in general, the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria, including specific actions involved in the selection process.</p>	<p>An LEA intending to use an external entity to provide technical assistance does not adequately describe specific qualifications that the LEA will require prospective providers to meet.</p> <p>The narrative does not adequately describe the process to be used in reviewing prospective providers to ensure that they meet those qualifications.</p> <p>The LEA does not adequately describe the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>v. Align other resources with the interventions</p> <p>The LEA identifies all resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model.</p> <p>The LEA identifies other federal, state, LEA and/or private funding sources including other district resources the LEA will use to support SIG implementation. Examples of funds the LEA should consider include, but are not limited to: Title II, Part A funds used for recruiting high-quality teachers; or Title III, Part A funds which could be used to improve English proficiency of English learner students, and categorical block grant funds used for instructional materials and professional development.</p>	<p>The LEA explicitly identifies a number of other resources planned for use in implementing the selected school intervention models, and fully describes how these resources will support SIG implementation.</p> <p>The other resources identified clearly align with the LEA's needs analysis for each school and logically and appropriately support the implementation plan for each school.</p>	<p>The LEA identifies other resources planned for use in implementing selected school intervention models and describes how these resources will support SIG implementation.</p> <p>The other resources identified align with the LEA's needs analysis for each school and clearly support the implementation plan for each school.</p>	<p>The LEA has identified few, if any, resources planned for use in implementing selected school intervention models.</p> <p>The other resources identified minimally align with the LEA's needs analysis and lack specificity and coherence with the implementation plan for each school.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>vi. Align Proposed SIG Activities with Current DAIT Process (if applicable)</p> <p>For LEAs currently participating in the District Assistance and Intervention Team (DAIT) process, the LEA must describe how it will coordinate its DAIT work and its SIG work around the lowest-achieving schools. The description must identify the major LEA improvement actions adopted from the DAIT recommendations and describe how the LEA has aligned its proposed SIG activities with of those major LEA improvement actions.</p>	<p>The LEA provides a thorough and comprehensive description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.</p> <p>The narrative provides information developed through the DAIT process to inform the selection of the intervention model(s) selected for each school.</p>	<p>The LEA provides a general description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.</p>	<p>The LEA provides little or no description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>vii. Modify LEA Practices or Policies</p> <p>Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. These may include, but are not limited to, collective bargaining agreements, the distribution of resources among schools, parental involvement policies, school attendance areas and enrollment policies, and agreements with charter organizations.</p> <p>If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model(s), identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision.</p>	<p>The LEA has fully developed and described in detail a comprehensive plan to modify any and all current practices or policies in order to fully and effectively implement the selected intervention model(s).</p> <p>The plan fully and clearly describes:</p> <ol style="list-style-type: none"> 1) Which policies or practices will be revised 2) The rationale for their selection 3) The process for revision (that includes input from key stakeholders, including parents and collective bargaining units) 4) A description of the proposed revision and expected outcome 	<p>The LEA has developed and generally described a plan to modify practices or policies in order to fully implement the selected intervention model(s).</p> <p>The plan includes a description of:</p> <ol style="list-style-type: none"> 1) Which policies or practices will be revised 2) The process for revision that includes input from stakeholders 3) A description of the proposed revision and expected outcome 	<p>The LEA has not sufficiently developed or described a plan to modify current practices or policies in order to fully implement the selected intervention model(s).</p> <p>The plan does not sufficiently describe:</p> <ol style="list-style-type: none"> 1) Which policies or practices will be revised 2) The process for revision 3) A description of the intended revision and expected outcome

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>viii. Sustain the reforms after the funding period ends</p> <p>SIG funding provided through this application must be expended by September 30, 2011, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. The LEA must state whether it intends to implement a waiver to extend the funding period and identify the resources that will be used to sustain the selected intervention after the SIG funding period expires.</p>	<p>The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013.</p> <p>The LEA has provided a clear and comprehensive plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.</p>	<p>The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013.</p> <p>The LEA has provided a basic plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.</p>	<p>The LEA may or may not indicate whether it intends to implement a waiver to extend the funding through September 30, 2013.</p> <p>The LEA has not provided a complete plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>ix. Annual Goals for Student Achievement</p> <p>The LEA has established annual goals for student achievement on the State's assessments in both reading/language arts (RLA) and mathematics that it will use to monitor each Tier I and Tier II school it commits to serve.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Making one year's progress in RLA and mathematics • Reducing the percentage of students who are non-proficient by 10% or more from the prior year • For students who are two or more years below grade level, accelerating their progress at a rate of two years academic growth in one school year <p>Or meeting the LEA's goals established in the State's Race to the Top application</p>	<p>The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are clearly identified for each school that the LEA commits to serve.</p> <p>The goals are realistic and reflect high expectations for improved student achievement, and are based on the needs of each school.</p> <p>The plan for monitoring the identified goals is clearly described, includes specific timelines and procedures, and identifies the personnel responsible for its implementation.</p>	<p>The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are generally identified for each school that the LEA commits to serve.</p> <p>The goals are realistic, project improved student achievement, and are based on the needs of each school.</p> <p>The plan for monitoring the identified goals is described and includes clear implementation procedures.</p>	<p>The annual goals for student achievement are not sufficiently identified for each school that the LEA commits to serve.</p> <p>The goals appear limited, project a minimal increase in student achievement, and/or are not based on the needs of each school.</p> <p>The plan for monitoring the identified goals is inadequate or is not provided.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>x. Serving Tier III Schools (if applicable)</p> <p>If applicable, the LEA has described services and activities that benefit each Tier III school the LEA commits to serve.</p>	<p>The LEA has clearly described services and activities that benefit each Tier III school.</p> <p>The LEA has clearly described activities that reflect a direct, tangible, and substantial benefit to each Tier III school the LEA commits to serve.</p> <p>The LEA has provided references to verify that the services and activities are research based. The selected services and activities are clearly designed to meet the individual needs of each Tier III school the LEA commits to serve.</p>	<p>The LEA has generally described services and activities that benefit each Tier III school.</p> <p>The LEA has generally described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.</p>	<p>The LEA has not sufficiently described services and activities that benefit each Tier III school.</p> <p>The LEA has not clearly described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>xi. Consultation with relevant stakeholders</p> <p>The LEA has described its process for consulting with relevant stakeholders, including parents, regarding the LEA's application and solicited their input for the development and implementation of school improvement models in its participating Tier I and Tier II schools.</p> <p>Examples may include local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings which indicate discussion of the LEA's application.</p>	<p>The LEA clearly identifies its process for consulting with relevant stakeholders regarding the LEA's application.</p> <p>The LEA's description demonstrates comprehensive consultation with relevant stakeholders regarding the LEA's application, including local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings.</p> <p>The LEA has provided minutes and agendas of meetings with relevant stakeholders regarding the LEA's SIG application that recount the input obtained.</p>	<p>The LEA identifies a general process for consulting with relevant stakeholders regarding the LEA's application.</p> <p>The LEA's description demonstrates consultation with relevant stakeholders regarding the LEA's application, including parents and other stakeholders.</p> <p>The LEA has described meetings with relevant stakeholders regarding the LEA's SIG application, including a description of key stakeholder input that was incorporated in the LEA's SIG application.</p>	<p>The LEA does not clearly identify its process for consulting with relevant stakeholders regarding the LEA's application.</p> <p>The LEA's description does not adequately demonstrate consultation with relevant stakeholders regarding the LEA's application.</p> <p>The LEA has not sufficiently described meetings with relevant stakeholders regarding the LEA's SIG application.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders (cont.) The LEA identifies which stakeholder recommendations have been used in the development of the LEA's SIG have been used in the development of the LEA's SIG implementation plan, and discusses stakeholder input not accepted, including a rationale for rejecting that input.	The LEA has identified all significant stakeholder input, identifies input incorporated in the SIG implementation plan, discusses rejected input and provides a rationale for each rejected suggestion.	The LEA has identified significant stakeholder input, identifies input incorporated in the SIG plan, and provides a rationale for each rejected suggestion.	The LEA has not sufficiently identified significant stakeholder input; noted input incorporated in the SIG plan, or provided a rationale for each rejected suggestion.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>Implementation Chart(s)</p> <p>The LEA 's Implementation Chart(s) include actions and activities required to implement all aspects of the selected intervention model.</p> <p>The actions and activities listed are aligned with the needs analysis for the school.</p> <p>The costs of actions and activities listed are identified in the Projected Cost column</p> <p>A timeline of implementation is provided.</p> <p>The individual(s) who will be responsible for oversight and monitoring are indicated.</p>	<p>The actions and activities are clearly stated, reasonable, research-based, and contain all required elements of the selected intervention model, including those that are already being implemented, and includes some permissible activities.</p> <p>The actions and activities listed are realistic and clearly aligned with the needs analysis of the school. The description includes references to specific aspects of the needs analysis.</p> <p>The costs of actions and activities listed are identified clearly and realistically based on current LEA costs and financial practices.</p> <p>The timeline is detailed, clear, contains specific dates, and the pacing appears to be brisk but reasonable.</p> <p>The individual(s) responsible for oversight are clearly indicated. The distribution of responsibility is reasonable and realistic.</p>	<p>The actions and activities are reasonable and contain all required elements of the selected intervention model, including those already being implemented. Activities reflect strategies likely to increase student achievement.</p> <p>The actions and activities listed are aligned with the needs analysis of the school.</p> <p>The costs of actions and activities listed are identified and are generally aligned with current LEA costs and financial practices.</p> <p>The timeline is clear and the pacing appears to be appropriate.</p> <p>The individual(s) responsible for oversight are indicated.</p>	<p>The actions and activities are not clearly stated, may be unreasonable, and/or do not contain all required elements of the selected intervention model. Activities reflect strategies unlikely to increase student achievement</p> <p>The actions and activities listed are unrealistic and/or are not clearly aligned with the needs analysis of the school.</p> <p>The costs of actions and activities listed are not fully identified and/or do not appear to be generally aligned with current LEA costs and financial practices.</p> <p>The timeline is not clear, does not contain specific dates, and/or the pacing appears unreasonable</p> <p>The individual(s) responsible for oversight are not clearly indicated.</p>

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>Budgets</p> <p>The LEA projected budget is complete.</p> <p>The LEA budget narrative is complete.</p> <p>The school projected budget(s) are complete.</p>	<p>The LEA projected budget is complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.</p> <p>The LEA budget narrative includes detailed information to describe LEA activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.</p> <p>The school projected budget(s) are complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.</p>	<p>The LEA projected budget is complete; expenditures are appropriately listed for the full term of the grant and totals by year are provided.</p> <p>The LEA budget narrative includes general information to describe LEA activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.</p> <p>The school projected budget(s) are complete; expenditures are appropriately listed for the full term of the grant, and totals by year are provided.</p>	<p>The LEA projected budget is incomplete, expenditures are not accurately classified by object code, or the full term of the grant is not covered.</p> <p>The LEA budget narrative includes little information to describe LEA activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other LEA activities described for each participating school are not included.</p> <p>The school projected budget(s) are incomplete, expenditures are not accurately classified by object code, the full term of the grant is not covered, and/or totals by year are not provided.</p>

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>Budgets (cont.)</p> <p>The school budget narrative(s) are complete.</p> <p>The school and LEA budget(s) are aligned.</p>	<p>The school budget narrative(s) include detailed information to describe activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.</p> <p>The LEA and school budgets are clearly aligned and, taken together, fully describe appropriate expenditures of funds in all categories that are clearly sufficient to support the design, implementation and ongoing maintenance of the proposed SIG activities. The proposed expenditures reflect research-based strategies likely to increase student achievement.</p>	<p>The school budget narrative(s) include general information to describe activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.</p> <p>The LEA and school budgets are aligned and, taken together, adequately describe expenditures of funds in all categories of the proposed SIG activities. The proposed expenditures reflect strategies likely to increase student achievement.</p>	<p>The school budget narrative(s) include little information to describe activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other activities described for each participating school are not included</p> <p>The LEA and school budgets are not clearly aligned, the LEA has not sufficiently described expenditures of funds in categories necessary to support proposed SIG activities, and/or proposed expenditures reflect strategies unlikely to increase student achievement</p>
<p>Collaborative signatures</p>	<p>The information on collaborative partners clearly indicates support of the SIG plan by the LEA and each participating school, parents, school advisory groups, the local bargaining unit, and other stakeholders.</p>	<p>The information on collaborative partners indicates support of the SIG plan by the LEA and participating stakeholder groups.</p>	<p>The information on collaborative partners indicates little, if any, support of the SIG plan by the LEA and participating stakeholder groups.</p>

Appendix B: School Improvement Grant Model Component Acronyms

Use the following acronyms to correlate your responses in the implementation charts with the model components.

Turnaround model:

Replace the principal and grant the new principal sufficient operational flexibility. (RP)

Screen all existing staff and rehire no more than 50 percent, and select new staff. (SS)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Provide staff ongoing job-embedded professional development. (PD)

Adopt a new governance structure. (GS)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide appropriate social-emotional and community-oriented services. (SCO)

Transformation model:

Replace the principal who led the school prior to commencement of the transformed model. (RP)

Use rigorous, transparent, and equitable evaluation systems for teachers and principals. (ES)

Identify and reward school leaders, teachers, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (IRR)

Provide staff ongoing job-embedded professional development. (PD)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide ongoing mechanisms for family and community engagement. (FCE)

Give the school sufficient operational flexibility. (OF)

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (TA)

Restart model

Select a charter management organization (CMO), or an education management organization (EMO) that has been selected through a locally-determined rigorous review process. (SO)

Submit charter application to CDE (if applicable). (SCA)

Plan for or enter into contract with EMO. (CEMO)

Enroll any former student who wishes to attend the school. (ES)

Closure model

Decision reached to close school. (CS)

Enroll the students who attended the closed school in other schools in the LEA that are higher achieving. (OSE)

Ensure other schools are within proximity to the closed school. (CP)

Appendix C: School Improvement Grant Information Resources

LETTERS

Letter to Chief State School Officers – January 15, 2010

This letter announces the interim final requirements and the updated state application package for the School Improvement Grants program [PDF](#)

Letter to Chief State School Officers – December 2, 2009

This [letter](#) announces the final requirements and the state application package for the School Improvement Grants program.

NOTICES

Interim Final Requirements – January 15, 2010 [MS Word](#)

This document contains the interim final requirements governing the process that a State educational agency (SEA) uses to award school improvement funds authorized under section 1003 (g) of the Elementary and Secondary Education Act To local educational agencies (LEAs) in order to transform school culture and substantially raise the achievement of students attending the State's persistently lowest-achieving schools, including secondary schools. The official version will be posted in the U.S. Federal Register.

FREQUENTLY ASKED QUESTIONS

Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Act of 1965 – January 20, 2010 [MS Word](#)

Final Requirements for School Improvement Grants as Amended in January 2010 – January 28, 2010 [MS Word](#)

APPLICATION

SEA Application – January 15, 2010 [MSWord](#)

OTHER SCHOOL IMPROVEMENT RESOURCES

Academic Program Survey (APS)

<http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps>

Profiles of successful California schools

<http://www.cde.ca.gov/ta/lp/vl/improvingschls.asp>

California *Education Code* (EC)

<http://www.leginfo.ca.gov/calaw.html>

District Assistance Survey (DAS)

<http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy.doc>

English Learner Subgroup Self-Assessment (ELSSA)

<http://www.cde.ca.gov/sp/el/t3/documents/t3elssa09.xls>

Essential Program Components

<http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp>

Indirect Cost Rates

<http://www.cde.ca.gov/fg/ac/ic>

Inventory of Services and Supports (ISS) for Students with Disabilities

<http://www.cde.ca.gov/sp/se/sr/documents/isswdtool.doc>

Least Restrictive Environment (LRE) Self-Assessment

<http://www.wested.org/cs/we/view/pj/204>

Single Plan for Student Achievement

<http://www.cde.ca.gov/nclb/sr/le/documents/spsaguide.doc>

The Regional Educational Laboratories (RELs)

<http://ies.ed.gov/ncee/edlabs/>

Center on Instruction

<http://www.centeroninstruction.org/>

A collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers. This resource provides links for topic-based materials, syntheses of recent research, and exemplars of best practices.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

Established in 2002, the What Works Clearinghouse (WWC) is a central and trusted source of scientific evidence for what works in education.

An initiative of the U.S. Department of Education's Institute of Education Sciences, the WWC:

- Produces user-friendly [practice guides](#) for educators that address instructional challenges with research-based recommendations for schools and classrooms;
- Assesses the rigor of research evidence on the effectiveness of [interventions](#) (programs, products, practices, and policies), giving educators the tools to make informed decisions;
- Develops and implements [standards](#) for reviewing and synthesizing education research; and
 - Provides a public and easily accessible [registry of education evaluation researchers](#) to assist schools, school districts, and program developers with designing and carrying out rigorous evaluations.